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ABSTRACT

This curriculum guide provides materials for an international foods course for high school home economics. It is intended to promote the concept of global networking. Contents include the philosophy, generalizations, long-range objectives, a conceptual framework, and a listing of suggested activities, some of which also serve as a means of evaluation. These sample learning/evaluative materials are appended: an instruction packet for a project, written report format, faculty interviews, evaluation sheet, food laboratory worksheet, article critique format, and outline/study guide. Other appendices include a list of resources and a bibliography. (YLB)

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INTERNATIONAL FOODS CURRICULUM

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Philosophy

As our world becomes a smaller place, the need to bridge the cultural gap increases. Our lives are continually influenced by local, national and international events. The evergrowing relationship with other countries and their people has an impact on our lives and food choices.

By becoming familiar with a variety of cultures and lifestyles, students will become aware of prejudices and stereotypes based upon cultural influences and habits. Exposure to human differences and attitudes contributes to the making of well-rounded individuals and serves as a vehicle for developing and improving self-image and confidence.

The International Foods course emphasizes the sharing of ideas and attitudes of people from a variety of cultures. By examining traditions and customs, students will begin to see life and what is important in life through the eyes of others, thus enabling students to communicate with and better understand people in a meaningful way while developing insight for living in an age of worldwide interdependence.

Generalizations:

-The kinds of foods people eat vary from country to country and from various regions within one country.

-Food customs are influenced by family and cultural traditions, religious beliefs and economic conditions.

-In most ethnic groups food plays an important role in social activities. People use food as a source of pleasure and satisfaction.

-Food touches the lives of everyone and our unique nutritional needs are influenced by outside factors such as politics, climate, social events, travel and transportation.

Long-range Objectives:

The material presented in this course will serve as a foundation for developing students ability to interact with others in our pluralistic society. Students will be able to . . .

-Relate cooking methods and foods to the land, climate and history of several European and Third World countries.

-Describe some typical foods prepared in different parts of the world.

-Recognize foods that are representative of a variety of countries.

-Identify factors which influence family food choices.

Long-range Objectives:

-Demonstrate good work habits and managerial skills in food service and preparation.

-Plan and prepare well-balanced meals that are typical of a variety of countries.

-Demonstrate the art of creativity with ethnic foods while practicing a variety of advanced food preparation techniques.

-Analyze the relationship between culture, environment, economics and religion and their influences on food habits and choices.

-Apply knowledge of the individuality of countries in the selection and preparation of foods that are typical of that country.

CONCEPTUAL FRAMEWORK - INTERNATIONAL FOODS

I. Course Introduction

A. Course Objectives
B. Course Outline

II. Student Project Review and Preparations

A. Project requirements
B. Cover page design
C. Meal planning and recipe research
D. Using Home Economics department resources
E. Using Library resources
F. Bulletin board and room decor planning

III. American Regional Foods

A. Historical background
B. Origin of food customs
C. Influence on food customs and habits from other countries
D. Preparation of meal that includes the 5 regions of American cuisine
E. Americas eating problems - eating disorders

IV. International Foods: Project Presentations - *See Appendix I

A. Instructor's lecture
   1. food preparation, practices and eating habits of country in focus
   2. vocabulary list
      a. cooking methods
      b. cooking terms
      c. equipment and utensils
      f. special dishes
   3. Student outline/study guide worksheets

B. Student report on cultural lifestyle and food pattern influences
   1. sociology
   2. economy
   3. sanitation
   4. religion
   5. political climate
   6. agriculture
   7. transportation
   8. climate
   9. special holidays and customs

IV. International Foods: Project Presentations - *See Appendix I

C. Recipe review, meal preparation schedule and lab sheet preparation

D. Bulletin board and room decoration

E. Preparation of menu items in food laboratories (1-2 days)

F. International Feast Day - class sampling and evaluation of foods

V. International Food Careers

A. Peace Corps

B. Hotel and Restaurant opportunities

C. Becoming a Chef

VI. International Foods Grand Finale

A. Student demonstrations of assigned food item for a particular country

B. International Smorgasbord of final foods prepared

INTERNATIONAL FOODS SUGGESTED ACTIVITIES LISTING

'*' items are those which also serve as a means of evaluation

GENERAL ACTIVITIES - adaptable to a variety of countries

*Student questionnaire: Your Tradition System

*Create a "Spices of the World" bulletin board.

Invite faculty members to the class to prepare their favorite ethnic dish.

*Sponsor an Open House for faculty or parents serving a variety of Holiday breads and cookies from countries around the world.

*Make video tapes of student demonstrations - preparation of ethnic dishes

*Play International Foods Trivia

*Brainstorm and discuss foods associated with different countries, make a statement or conclusion about the relationship among foods named for the particular country.

*Interview people from foreign countries:
What role did mealtime play in their home when they were raised?
What were their favorite childhood foods? Why?
Are your traditional foods available in the U.S.?
If not, what substitutes or similarities do you use?
What foods do you eat now that are typical of your culture?
Are the foods that you eat prepared in the same way as they were in Europe? What are the similarities/differences in preparation methods?

*Plan a food tasting party featuring one countries ethnic dishes:
What foods would you serve?
What kind of table decorations would you have?

*Research the ethnic groups that have settled in your community:
How does this affect the food habits of the people who live there?
Do the markets or restaurants meet the needs of the various ethnic groups?
How do the ethnic influences affect your own food habits & your families?
Can you trace the origin of popular ethnic foods sold in your community?

*Sponsor an ethnic dinner as a school fund raiser or social event for class members, parents and teachers. Investigate and prepare all the different accompaniments and table decorations that are appropriate to the countries traditions and customs.

*Complete three (3) article critiques using recent articles related to ethnic foods, culture or events.

*Compile an International Foods Notebook. Include sections of recipes, completed outline/study guides and articles and critiques.

Invite a chef to class to give a demonstration preparing a variety of foods specific to one country.

*Brainstorm and list all of the traditional foods that you can think of.

*List the number of ties that you have to global networks. Pinpoint these on a world map.

*Create a puzzle or word game based on vocabulary lists distributed for the country in focus.

* Visit a market that carries ethnic foods. Record a variety of products and trace the country of origin for each food listed.

Invite a foreign student or adult in the school or community to present a talk about their native foods and traditions.

Invite a religious leader in the community to discuss foods allowed or disallowed for followers of a specific religion in relationship to other religious philosophies or practices.

* Select an ethnic recipe:
  - -research its history
  - -find out how and when it was first prepared
  - -write a brief background report and present it to the class

* Pretend that you are a travel agent advising a client about the highlights of a trip to the country of your choice:
  - -include tourist spots, historical landmarks, special foods to sample

* Develop a well-balanced menu to complement one main dish item as assigned for the country in focus. Foods are to be listed in the order that they are served.

* Make a 'local color' collage - include landmarks, foods, fashions, art etc.

* Prepare a collage of foods from the country of your choice.

* Make travel posters for the country in focus.

* Choose a specific feast day celebrated in the country in focus.
  - -trace its history and origin
  - -relate the traditions and customs practiced on this day to the class

Show filmstrips and videos on ethnic foods, cultures and customs.

Play music (tapes, records etc.) that are typical of the country in focus.

* Prepare a variety of typical foods from the country in class food labs.

* Complete crossword puzzles , word search games and word scrambles that deal with vocabulary lists and/or outline/study guide materials.

* quizzes and tests as deemed necessary by the instructor.

* Develop a bulletin board relating to world nutrition; its problems and possible solutions.

<u>SPECIFIC ACTIVITIES</u> - designed to suit a particular country in focus

American Regional Foods:

* -make a collage of foods that represent a cross-section of American regional foods.
* -create a "Welcome to America" bulletin board
* -obtain menus from an American Restaurant and discuss the cultural influences and uses of foreign terms on the menu.
* -American Regional foods vocabulary word scramble
* -List signs and symptoms of bulimia and anorexia
* -Have a theme dinner - Texas barbeque, Hawiian Luau etc.

American Regional Foods Continued

*-Have a mini Mardi Gras festival
-play Country-Western tapes
-Listen to Cajun music
*-Have an old fashioned Southern taffy pull
*-Investigate the ways that America has influenced the cooking in Foreign countries - report findings to the class.
*-Plan a dinner reception to welcome an international visitor to the U.S. : What foods would you serve? Explain your choices.

Africa

*-You are sailing down the Nile: What plants and animals can you see from your boat ? (group activity)

*-Investigate the problem of starvation in Africa. Compare and contrast the circumstances and causes to the oversupply of food in the Northern Hemispheres. Report your findings to the class.

China

*-List the 5 main regions of China and name a typical dish prepared in each region.
*-Demonstrate the correct way to eat with chopsticks. Practice with bowls of rice!
-Demonstrate the methods of cooking with a wok.
-Have a tofu taste session.
*-Chinese Vocabulary crossword puzzle.
*-Investigate the impact on Oriental cooking from influences of Confucius, the Taoists and Buddah.
*-Compare and contrast the cooking methods and serving styles of China and Japan.
-Take a field trip to Chinatown, investigating shops and markets. End the day with a meal at a Chinese Restaurant.

France

*-Play Trivia Francais.
*-As you stand atop the Eiffel Tower, What major landmarks of Paris do you see? Briefly state the significance of each.
*-Investigate the wine regions of France. Locate them on the map. Which wines are produced from the different regions?
*-Make a collage of French fashions and designers .
*-Make a collage of leading French export items.

Germany

-Have a sausage sampler taste session.
*-Choose 10 types (out of 300) of sausage and give a brief description of each
*-Trace the history of Oktoberfest. How is it celebrated?
*-Plan the itinerary for a 2 week vacation in Germany. Where would you go, What foods would you sample?

Greece

*-Vocabulary word scramble.
*-Bake trays of Baklava to sell at the school store to raise class funds.
*-Investigate the different Islands of Greece. What are the differences and similarities of foods served?

India

*-weave brightly colored placemats to be used when serving the meal
*-Investigate a variety of Indian curry dishes. List the accompaniments served.
*-Make a curry collage featuring a variety of curries using magazines, recipes and newspapers.

Italy

-Take a field trip to Boston's North End. Investigate the shops and marketplaces, ending the day with a meal in an Italian restaurant.
-Have a pasta taste session featuring a variety of pasta types and different sauces.
-Learn how to play bocci.
*-List a variety of different dishes from Northern and Southern Italy. Discuss the difference in ingredients used in each area.

Mexico

-make a pinata, fill with surprises and break on the Feast Day in class.
*-prepare a menu for a Mexican Fiesta.
-Make brightly colored tissue paper flowers and decorate the classroom.
-Have students attend the class feast day dressed in typical Mexican garb.
-Play mariachi music to accompany food labs and feast day celebrations.

West Indies

*-Research the food habits for each Caribbean Island.
*-Prepare a visual display showing several popular dishes, cooking methods and utensils used in the different Islands.
-Sample a variety of tropical fruits.
-Have a plantain taste session featuring plantains cooked in a variety of Island ways.
*-Paint pictures of tropical Island scenes and use the pictures as placemats.
-Do the limbo to the music of a steel band.

Appendix I

INTERNATIONAL FOODS

PROJECT

Instruction Packet

Cover Page

On the attached form, design a cover page for your report.

You may make a collage or sketch items that are representative of the local color of the country in focus.

Example: historical landmarks
food items
fashions

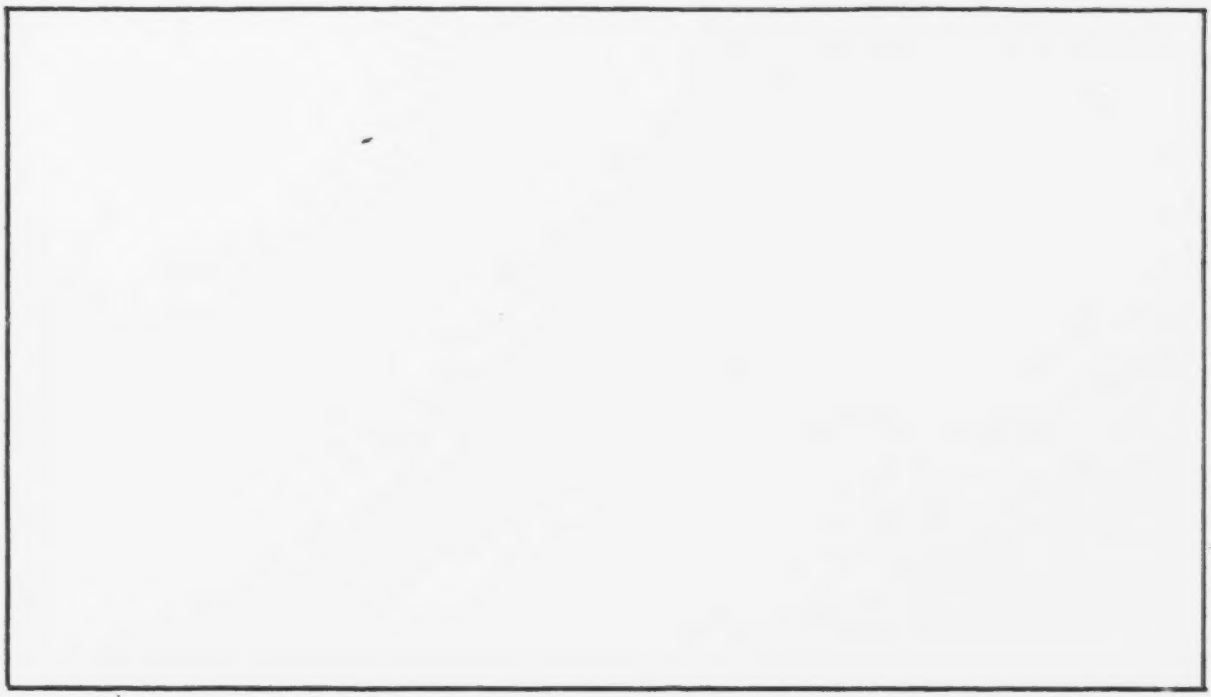
NAME:_____ COUNTRY:_____

PERIOD:_____ DUE DATE:_____

MAP

In the space below, draw a map of the country in focus. Locate the capitol of the country, specific geographical regions of importance, historical landmarks and areas of tourism.

Bulletin Board and Room Decoration: In the space below make a sketch of your plan for a bulletin board depicting foods, culture and family life of the country in focus.



Select groups of students to find pictures, design posters, collect travel posters and brochures, make letters, arrange materials etc.

Names of Students in Group: Task:

Classroom Activity:

10-15 minutes of your lecture day may be allocated to an activity such as a traditional game or craft. In the space below, describe your activity.

List any materials that you will need to complete your activity and the quantities needed.

Talbe Set-up

In the space below draw an example of the place setting to be used when serving the meal prepared for your country.

In your sketch, include the following:

silverware

glassware

dishes

linen

serving dishes and utensils

Centerpiece if applicable

FOOD LABORATORIES

You will assist the instructor in supervising the laboratory portion of this project.

-Pick up a recipe packet from the instructor during the week prior to your report.

-Carefully review the recipes and on the form below, plan a work schedule to be followed in food lab.

-Make an appointment with the instructor prior to your report, to discuss any areas in question and to review the food prep schedule.

FOOD PREPARATION SCHEDULE

	Day I DUTIES	Day II DUTIES	Feast Day DUTIES
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			

Project Report and Lecture

Each student will submit a written report on the country of their choice. A 15 minute lecture, based on the report, will be presented to the class on the due date specified by the instructor.

The report should include information on the cultural lifestyles and food patterns influenced by:

___sociology

___sanitation

___economy

___religion

___political climate

___agriculture

___transportation

___climate

___special holidays and customs

___In addition to the above mentioned categories you may include anything else that might make the lecture more meaningful to the class. For example, you may use films, slides, posters, examples of clothing or pieces of cooking equipment. Invite a guest speaker or play music that is typical of the country in focus. This is your opportunity to be creative!!!

Bibliography:

Using the attached standard bibliography form, prepare a bibliography of the resources used to prepare your written report. The bibliography is to be included in your written report.

STANDARD BIBLIOGRAPHY FORM

(Recommended by English Dept. for use in all classes)

1. Rule when source is a book: Author (last name first), title (underlined), place of publication (city), publisher's name, year of publication.

   Examples:

   Baar, James, Polaris, N. Y., Harcourt, 1960.
   Yates, Raymond F., Space Rockets and Missiles, N. Y., Harper, 1960.

2. Rule when source is a magazine: Author if given (last name first), title of article (in quotation marks), name of magazine (underlined), volume and page numbers, date of issue.

   Examples:

   "Fortress America: Latest in Defense Ideas.", U. S. News and World Report, vol. 54, p. 56-60, March 25, 1963.
   Hubbell, J. G., "Minuteman, the Missile That Closed the Gap", Reader's Digest, vol. 81, p. 167, October, 1962.

3. Rule when source is a pamphlet: Author if given (last name first), title (underlined), series (if any), date if given.

   Examples:

   Witkin, Richard, The Guided Missile Race, N. Y., Good Reading Rack Service, 1959.
   Polaris Missile, N. Y., British Information Services, 1963.

4. Rule when source is an encyclopedia: Title of article (in quotation marks), complete title of encyclopedia (underlined), volume and page numbers, place of publication (city), publisher's name, year of Publication.

   Examples:

   "Guided Missiles", Collier's Encyclopedia, vol. 11, p. 510-521, N. Y., Crowell-Collier Publishing Co., 1964.
   "Guided Millile", World Book Encyclopedia, vol. 7, p. 410-415, Chicago, Field Enterprises, 1962.

Arrangement of list: in one alphabetical list, using first item given in any entry to determine arrangement.

Faculty Interviews

Each student is required to interview two (2) faculty members of their choice to gather information to be used in any aspect of the project report.

Suggested Departments: Foreign Language
Music
Art
History
Social Studies
Sociology

A faculty interview form is to be completed by the student and signed by each faculty menber that is interviewed. Signed forms are to be returned with the project packet.

Country_____

This is to certify that _____ conducted an interview with
(student name)

_____ on _____ to research and discuss
(faculty member) (date)

information for the International Foods Project.

_____ _____
Student Signature Faculty Signature

Country_____

This is to certify that _____ conducted an interview with
(student name)

_____ on _____ to research and discuss
(faculty member) (date)

information for the International Foods Project.

_____ _____
Student Signature Faculty Signature

Project Summary and Checklist

As student instructor for the week your duties are as follows:

1. Collect and review recipe packet from instructor prior to report date.

2. Set up an appointment with the instructor, prior to your report date to review the progress of your report, request any necessary supplies and clarify any areas in question.

3. On presentation day, the total presentation time is 1 class period = 45 min.
   -15 minutes class lecture
   -15 minutes class activity
   -15 minutes recipe review, instructions and preparation assignments

4. Assist the instructor with supervision of food laboratories and menu item preparation.

5. Oversee bulletin board preparations and room decoration.

6. On the the final feast day, turn in your completed project report folder. Use the checklist below to be sure that you have included the necessary materials.

___Cover Page

___Map

___Bulletin Board Plan and Sketch

___Class Activity Description

___Menu Plan

___Neatly Typed Recipe Packet

___Table Set-up Plan and Sketch

___Food Preparation Schedule

___Written Report

___Bibliography

___Signed Faculty Interview Forms

Country:_____ Name:_____

Due Date: _____

Period: _____

INTERNATIONAL FOODS PROJECT EVALUATION SHEET

_____Written Report (25 points)
content: meets all specified guidelines
accurate coverage of topic
bibliography included
neatly written or typed
recipe selection meets criteria of well balanced, typical meal

_____Oral Report (25 points)
delivery: speech, poise, enthusiasm
meets timing specifications: minimum of 15 minutes
clearly relays information contained in written report

_____Activity and Room Decor (25 points)
relevant to country
timing: minimum of 15 minutes
well-planned, clear instructions given
materials/supplies obtained and well organized

_____Laboratory and Dinner (25 points)
clear concise instructions for food preparation
smooth, well-organized work schedule
supervision of group preparation and participation
table set-up and decor
meal service
clean-up

100 Total Points Possible

_____Total Points You Received

FOOD LABORATORY WORKSHEET

Name of Laboratory:

Unit #: Period:

Duties: (name of lab member)

I.

II.

III.

IV.

Teacher's Comments:

Worked Quietly:

Preparation:

Finished Product:

Clean Unit:

Carried Out Duties:

Grade:

EQUIPMENT NEEDED

INGREDIENTS & QUANTITY NEEDED

WORK SCHEDULE

Student;s Evaluation of Work:

Score your group using a scale of 1-low to 5-high

Worked Quietly:

Preparation:

Finished Product::

Clean Unit:

Carried out Duties:

Total Score:

Average Score:

Comments:

What Food Preparation Skills Did your group practice today?

INTERNATIONAL FOODS - Article Critique

Name:_____

Due Date:_____

Article Title:_____

Publication Title:_____ Publication Date:_____

Using a newspaper or magazine choose one article about ethnic foods. Attach a copy of the article to the critique.

In the space below write a one paragraph summary of the article content.

In the space below write a one paragraph statement on the signifigance of the article to your lifestyle and/or food choices.

INTERNATICNAL FCCDS TRIVIA GAME

This activity may be adapted to any country.

Instructions:

Trivia Francais

On small cards write individual questions that are relevant to French customs, history, lifestyles, art, cuiture etc. Place the cards in a French beret and have students draw cards and answer the questions.

Sample cards:

Name 2 famous French artists.

Name 3 famous landmarks in the city of Paris.

Name 3 French cooking terms that are used in American Food preparation.

Name 2 famous French restaurants.

Name 2 leading exports of France.

Name a Famous river in France.

Name a famous French designer.

Name 3 famous gourmet dishes that French chefs are famous for.

Name a famous French chef.

Name 2 French wines.

The group that answers the most questions receives a sample of French chocolates.

INTERNATIONAL FOODS OUTLINE/STUDY GUIDE Name: _____

Country: _____ Date: _____

Using department and library resources and information obtained in class lectures, catagorize material under the appropriate headings.

I. Local Color: (historical landmarks, customs, holidays, tourism areas)

II. Important Geographical Regions:

III. Import/Export Items:

IV. Influence on food choices and eating habits:

V. Food preservation, purchase and storage methods:

VI. Typical meal pattern and foods eaten:

VII. Staple Foods

VIII. Dietary Problems

Appendix II

HHS HOME ECONOMICS DEPARTMENT RESOURCES - ROOM 109

Books

Brown, American Cooking, The Northwest, 1970 - with recipe booklet

Brown, Cooking of Scandanavia Recipe Book, 1986

Child, Bertholle, Beck, Mastering the Art of French Cooking, 1961

Favorite Recipes of Home Economics Teachers, Americana Cookery

Goldberg, International Main Course Cookbook, 1971

Hammersley, Lamb Around the World, 1970

Hazelton, Cooking of Germany, 1969

Hazelton, The Swiss Cookbook, 1967

Heller, The Art of Pennsylvania Dutch Cooking, 1968

Laurens van der Post, African Cooking, 1970

Root, Cooking of Italy, 1968

Walter, American Cooking, Southern Style, 1971 - with recipe booklet

Wason, The Art of Spanish Cooking, 1963

Wegener, American Cooking for Foreign Lands, 1969

Magazines

Gourmet Magazine - January to December Issues 1974-1984

International Foods Resource Notebook

Contains Articles on ethnic foods and cultures of several countries.

HOME ECONOMICS DEPARTMENT

MEDIA RESOURCES

FILMSTRIPS WITH TAPES

Americas Culinary Heritage - Corning Glass Works Co.

Chinese Cooking - Meal Preparation - Encore Filmstrips

Ethnic Foods - Ethnic Studies - Educational Design Inc.

French Food and Cuisine - Encore Filmstrips

Foods and Cooking of India - Encore Filmstrips

Greek Cookery - Encore Filmstrips

Italian Cooking - Encore Filmstrips

Mexican Menu - Encore Filmstrips

Man: A Cross Cultural Approach Parts 1 & 2 - Educational Design Inc.

VIDEOS - VHS

Americas Changing Diet - 1986 (30 min.)

Dining in France - 1986 (30 min.)

Heart of the Dragon - Chinese Culture & Foods - 1986 (60 min.)

Little Miss Perfect - 1986 (60 min.)

Northern Italian Cooking - 1986 - (30 min.)

Spanish Cooking -1987 - (30 min.)

A Taste of China - 1986 (30 min. - 4 parts)

Cooking with Pasta - 1987 (30 min.)

HOLLISTON HIGH SCHOOL LIBRARY
MAY, 1987

=== ETHNIC FOODS & COOKING ===

641.5 BAI BAILEY, ADRIAN.
THE COOKING OF THE BRITISH ISLES.

641.5 BES COMAS, DOLORES.
THE BEST OF SPANISH COOKING.

641.5 BRO BROWN, DALE.
AMERICAN COOKING.

641.5 BRO BROWN, DALE.
AMERICAN COOKING: THE NORTHWEST.

641.5 BRO BROWN, DALE.
THE COOKING OF SCANDANAVIA.

641.5 CHI CHILD, JULIA.
THE FRENCH CHEF COOKBOOK.

641.5 CHI CHILD, JULIA.
FROM JULIA CHILD'S KITCHEN.

641.5 CLA CLAIBORNE, CRAIG.
CLASSIC FRENCH COOKING.

641.5 CRO CROCKER, BETTY.
BETTY CROCKER'S COOKING AMERICAN STYLE.

641.5 FEI FEIBLEMAN, PETER.
AMERICAN COOKING: CREOLE AND ACADIAN.

641.5 FEI FEIBLEMAN, PETER.
THE COOKING OF SPAIN AND PORTUGAL.

641.5 FIE FIELD , MICHAEL.
A QUINTET OF CUISINES.

641.5 FIS FISHER, M.F.K..
THE COOKING OF PROVINCIAL FRANCE.

641.5 HAH HAHN, EMILY.
THE COOKING OF CHINA.

641.5 HAZ HAZELTON, NIKA S..
THE COOKING OF GERMANY.

641.5 KIR KIRSCH, ABBY GAIL.
TEEN CUISINE; BEGINNER'S GUIDE TO FRENCHCOOKING.

641.5 LEO LEONARD, JONATHAN.
AMERICAN COOKING; NEW ENGLAND.

641.5 LEO LEONARD, JONATHAN.
AMERICAN COOKING; THE GREAT WEST.

641.5 LEO LEONARD, JONATHAN.
LATIN AMERICAN COOKING.

641.5 LO LO , KENNETH.
THE ENCYCLOPEDIA OF CHINESE COOKING.

641.5 NIC NICKLES, HARRY.
MIDDLE EASTERN COOKING.

641.5 ORT ORTIZ, ELISABETH .
THE BOOK OF LATIN AMERICAN COOKING.

641.5 PAP PAPASHVILY, HELEN.
RUSSIAN COOKING.

641.5 RAU RAU, SANTHA R..
THE COOKING OF INDIA.

641.5 SHE SHENTON, JAMES P..
AMERICAN COOKING: THE MELTING POT.

641.5 STE STEINBERG, RAFAEL.
THE COOKING OF JAPAN.

641.5 STE STEINBERG, RAFAEL.
PACIFIC AND SOUTHEAST ASIAN COOKING.

641.5 VAN VAN DER POST, LAURENS.
AFRICAN COOKING.

641.5 WAL WALTER, EUGENE.
AMERICAN COOKING; SOUTHERN STYLE.

641.5 WEC WECHSBERG, JOSEPH.
THE COOKING OF VIENNA'S EMPIRE.

641.5 WIL WILSON, JOSE.
AMERICAN COOKING: THE EASTERN HEARTLAND.

641.5 WOL WOLFE, LINDA.
THE COOKING OF THE CARIBBEAN ISLANDS.

641.597 MEX TIME-LIFE.
MEXICAN MENUS.

Appendix III

Bibliography

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Campbell Soup Company, The International Cook, Camden, N.J., Campbell Soup Co., 1980.

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Kowtaluk, H., Kopan, A., Food for Today, Peoria, IL, Bennett Publishishing Co., 1982.

Medved, E., The World of Food, Lexington, MA, Ginn & Co., 1984.

Peck, Moragne, Sickler, Washington, Focus on Food, NY, NY, Webster/McGraw Hill Inc., 1974.